

## St George's CE Primary School



### ST GEORGE'S CE SCHOOL

St George's C of E School is a happy, caring place with a commitment to high standards. Our School ethos is one which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued, with high expectations of progress for every individual child.

Our staff want the best educational outcomes for each child however long they are with us, academically, creatively and physically. This is best achieved through an honest and open approach. We are very proud of our commitment to the whole child, which includes their family and community, through outstanding pastoral care. We will always be consistent in our approach to behaviour and to model high expectations. We see this as a partnership.

Nursery and Reception classes have a fantastic outdoor play area with sheltered outdoor provision and a variety of multi-sensory equipment for the children to use as they are learning.

All classrooms are equipped with the newest whiteboards and ICT equipment as we look forward to preparing the children for the technological age they live in. To support this, children will have the chance to use I-pads and other modern technologies to enhance their learning.

Our children benefit from a huge range of outdoor opportunities, from 2-11, with the emphasis on experiential learning to support language development and social skills.

We all work very hard to ensure our children can access the most up to date teaching strategies and resources which will allow them to achieve their maximum potential. Teaching and guiding young people within an outstanding Christian Ethos, to make a positive contribution to their community and value others is an aim we strive to achieve.

We are a vibrant, happy, busy school committed to providing inclusive learning opportunities for all our pupils, including those with additional needs and/or disabilities.

## **Schools Extended Local Offer Response**

### **How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

Children with very significant or obvious needs are often identified before they start school. For others, we use different ways to help us to identify those pupils who may need extra support to make progress in their learning.

We use detailed tracking and assessment each term. We also use our professional judgement through observing the children in the classroom and talking with other staff.

We very much value the opinions of those who know the children best- their parents and carers. In using all of these tools and professional conversation, we can see quickly which children may need support.

If you have concerns about your child's progress or development, speak to their class teacher to start with.

### **How will early years setting/school/college staff support my child/young person?**

Class teachers are responsible for the education of all the children in their class. Class teachers plan the work for the class with each child in mind, carefully setting tasks to help all children to make the next steps in learning. This is true for children with SEND too. Some children might need an individual learning plan.

The class teacher will make this, with help from Mrs Craig. She is the Special Educational Needs and Disabilities Coordinator (known as 'SENCo'). Parents/carers will help plan this, maybe with tasks to work on at home too.

Where it is most helpful for the child, they may be supported by an adult; this help could be in the classroom, working 1 to 1 or in a small group.

Governors are actively involved with the SEND provision within school through regular Governor Meetings which cover the tracking of SEND numbers, resourcing and budget, training opportunities and progression. There is a SIES Governor, Steven Robson, within the governing body, and he meets regularly with the SENCO and Inclusion Team.

### **How will the curriculum be matched to my child's/young person's needs?**

Most of the time, all pupils follow the same curriculum.

Children are set work and activities matching their own level.

A child with very complex or unusual needs may need their learning to be changed, but they will still be learning about things which reflect the work of the other children in their class. This will be set at a level which the child can cope with; but equally with some degree of challenge.

All parents and carers get a school report once a year for their child. There are chances for parents/carers to meet with their child's teacher once a term to talk about next steps and set targets together with school staff. In addition, we communicate electronically through the

Class Dojo app and with themed Parental Mornings where parents/carers come in and learn beside their children.

For some children with SEND, we will make an individual support plan or behaviour management plan to help everyone who works with them to meet their needs. Also, pupils with profound, lifelong needs may well have an Education, Health and Care Plan.

Parents/carers will be invited to come and join in with yearly reviews of their child's plan. Other professionals and agencies outside of school may help parents/carers in supporting their child if this is best for the child.

As well as all the more formal support we have talked about above, chats with school staff on the playground and on the phone are a key way of knowing about the progress and learning your child is making. If you want a longer talk following these short catch-ups, we can often plan this.

For parents/carers who want to develop their own learning or parenting skills, we run family learning courses. We also do sessions to help you understand parts of your child's learning.

For example, we have helped parent/carers to understand how we teach phonics or solving problems in maths. Some parents have also come into school on their own to work with their child and school staff.

This helps them to better understand how their child is learning a particular skill.

### **What support will there be for my child's/young person's overall well being?**

The social, emotional and mental well-being of pupils is really important to us as a school. This is because it is very difficult for children to learn if these needs are not being met. This type of support is through your child's class teacher and class team to begin with.

School uses the Inclusion Team to support emotional resilience and behaviour for learning. This is taught in a whole class setting but also through 1-1 sessions, small group work, and school assemblies.

School uses Kidsafe and designated sessions to combat abuse of any kind, including online bullying. Visits from organisations such as Barnardo's also supports this, as does our commitment to combat any form of homophobic or racist behaviour. We are a 'Stonewall Champion School'.

We have a dedicated, experienced team, which includes Mrs Albery, our Pastoral Mentor and Mr Riley our Seris Worker. It also includes Mrs Thomson our Inclusion Manager who is also our Kidsafe Tutor.

Our behaviour staff work with other school staff and parents/carers to help promote positive behaviour in school and at home. We always try to be very clear and fair with children. We recognise their maturity and needs when we see unwanted behaviour.

We also spot and reward good behaviour. If attendance or lateness is a concern, we speak to parents/carers quickly about this. If we can, we find practical ways to support parents if there are barriers or reasons for poor attendance or lateness.

For example, we might assess if the family meet the criteria for using the school minibus service. We run a wide range of out-of-hours learning clubs and activities, including wraparound care. This includes sports, craft, and study clubs as well as breakfast club before school.

These clubs are fully inclusive, and play a big part in promoting the overall well-being for our pupils.

If children have personal care or medical needs, these are met in a dignified and sensitive way. If your child needs regular medication in school, this is kept safely in a locked cabinet. It is given by staff who also fill in a log for your child's medication. Any children with personal hygiene or self-care needs are helped in a discreet and sensitive way which matches their age, level of understanding and needs.

If children need showering or changing at school for medical reasons, we have fully-accessible facilities to do this.

### **What specialist services and expertise are available at or accessed by the setting/school/college?**

Our staff are very strong and experienced in meeting the many different needs children have. We have a wide range of skills and qualifications to help us do this. We can also obtain support from outside agencies who have specialist skills or qualifications and can help and advise school staff and parents/carers:

- School health- school nurses, health visitors
- Community Paediatricians
- Speech and Language Therapy Service
- Child and Adolescent Mental Health Services
- Specialist Advisory Teaching Service
- Educational Psychology
- Action for Children
- Social care

### **What training have the staff supporting children and young people with SEND had? Are any being trained currently?**

School staff have the following skills, qualifications or areas of experience. Training is ongoing and regularly reviewed.

- Our SENCO and Assistant Head, Mrs Craig, has classroom teaching experience of many years, has worked with small groups and 1 to 1, and works frequently to deliver specific support to groups and individual pupils. Including the use of Highly Structured Multi-sensory Reading materials to support dyslexia, and has recently had training, along with one other member of staff, in the use of our newly acquired Connect 12 advanced digital magnifier for Visual Impaired children. Mrs Craig is also a designated teacher for CLA and has Incredible Years Training for Autism and Speech and Language Delay.
- Three members of staff are trained in delivering Reading Intervention.
- 4 staff in total are trained in 'Incredible Years' which supports children with Autism and Speech and Language Delay. 3 of which are in our Early Years provision.
- Many staff with level 1 Autism Awareness, some staff with level 2 training.
- Mrs Thomson and other staff have qualifications in promoting positive behaviour, conflict resolution and trained in use of restorative justice.
- Mrs Thomson is also trained and experienced in teaching children about personal safety and protecting themselves from all kinds of abuse. (Kidsafe)
- Mrs Albery, our Learning Mentor is a qualified counsellor, trained in mental health awareness.
- Three staff trained in 'ELKLAN' speech and language awareness.

- All staff trained in Paediatric First Aid.
- All staff trained in supporting pupils, mental health.

School has also invested in the SEN Assessment Toolkit, including Dynamo Maths. This was developed in order to support schools in their assessment of the needs and progress of children and young people with SEN. A number of staff are currently being trained to use elements of this toolkit which cover the following areas:

- Dyslexia and Dyscalculia
- Reading
- Literacy
- Numeracy
- Working Memory
- Mental health and Well Being

**All staff are trained in Safeguarding and Child Protection Level 1, with three staff at Levels 2 and 3**

**How will my child/young person be included in activities outside this classroom including school trips?**

We feel giving our pupils lots of outdoor and out-of-school experiences is really beneficial to their learning; we go on lots of school trips and visits to all kinds of places such as:

- Nature reserves, local woodlands, the local beaches
- The local library, other local schools
- Museums, theatre and cinema visits
- sports' venues to play sport and take part in competitions
- Residentials for Years 2-6 and day trips to Water Park for a variety of curriculum activities

As an inclusive school, we make sure that any of our activities beyond the classroom are as accessible as possible to all our pupils, including those with additional needs. We focus on Early Years to give children as many early experiences as possible.

**How accessible is the setting/school/college environment?**

Our school is fully wheelchair accessible, we have had improvements made to our auditory environment and an environmental audit carried out by an Habilitation Specialist to ensure our environment is safe for visually impaired children.

We have disabled changing and showering facilities and specialist equipment to support the learning of children with more complex needs such as visual impairment or other physical disability.

We engage the services of a translator to support face to face meetings and the writing of news letters for parent/carers who's first language is not English.

**How will the setting/school/college prepare and support my child/young person to join the setting/school/college or the next stage of education and life?**

We know how important times of transition are for all our children and their families. We work closely with other settings to make sure any changes into or from the school are as smooth as possible. We are very flexible in our approach too, meaning if a child has needs that mean he/she needs more transition support, they will get it. Particular activities or practices which take place include:

- Home visits for all new children- on entering Nursery or Reception class, your child's class teacher and support staff will come and meet with you in your home. For older children joining the school, members of staff will arrange home visits within the first few weeks of your child starting, giving you a chance to talk about any concerns. These visits also let your child see how closely parents and school staff work together to support them.
- Meet the teachers meetings for children starting at the beginning of Reception class or Year 3- these give you an overview of school life and help you understand the kinds of learning your child will be doing.
- For children with Education, Health and Care Plans, phase transition meetings with parents/carers and staff from both settings allow for a carefully planned move.
- Taster visits to new classes- all children have at least two mornings/afternoons with their new class in July before they start in September.
- Children moving up to secondary school have transition work which runs throughout years 5 and 6; secondary school staff make regular visits to the school to get to know children and also for handover meetings with key staff including the class teacher and Inclusion Manager so needs can be discussed.
- Children with additional needs who would benefit can go on several bus journeys to practice using the bus to get to their secondary school and spend increased time at their secondary school to get used to their new environment.
- Learning Away Camps for year 2 moving to the Juniors and year 6 children from primary schools across Barrow.

### **How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?**

Resources include materials, teaching equipment and spaces, computer and technological equipment, and of course staff. The resources are given out according to need, and are reviewed very frequently- at least half termly, but as needs change this can be more often.

Matching of skills and experience of staff is really important in deciding where staff work. All classes have support from at least one STA or HLTA.

There are some other staff who don't work in just one class but have the job of working with and supporting children right across school. This is not just for those pupils with SEND, but for all pupils, including the More Able.

### **How is the decision made about what type and how much support my child/young person will receive?**

This very much depends on the how severe and complex your child's needs are. Many children who may or may not have SEND access short term support to help them make good progress. This could be by working on a tricky skill or practising something they are finding hard.

If this is what happens to your child, we would usually informally share with you that this has or will take place through one of the parents' meetings or school reports during the year.

If we or you, as parents/carers, feel that your child's needs are longer term and more complex, or your child fails to make the progress we would hope for with this short-term additional support, we would think about whether your child has a special educational need.

We may well request further support and advice about this from a professional outside of school. With you, we would plan out support for them. This is, of course, within the constraints of budget and availability of resources that all schools have.

### **How are parents involved in the setting/school/college? How can I be involved?**

We know the importance of the contribution parents and carers make to school life- there are many ways to be involved; these include:

- Coming along to support your child at special assemblies, shows, presentations, events
- Coming to open days, parents' evenings, parental mornings
- Joining the Parents and Teachers Association
- Becoming a Parent Governor
- Volunteering to hear readers or share a craft or skill with children in the school
- Helping out with tasks such as gardening, litter picking
- Coming to adult learning, family learning courses
- Attending meetings concerning your child
- Requesting to meet with teachers/pastoral staff if a concern arises

S Craig June 2022

SENCO







